

**Missouri Assessment Program  
Spring 2006**

**Communication Arts**

**Scoring Guides for Released Items**

**Grade 11**

*Missouri Assessment Program*

*Operational Test 2006*  
*Scoring Guide*

**Grade 11**

Session: 1  
Item No.: 1  
Page No: 5  
Content Standard(s): 2  
Process Standard(s): 3.5  
GLE: R2C9-12

**Item 1**

**Which of these phrases from the passage best illustrates Grannie’s personality?**

- A. “...confided to friends that I suspect that she is better looking than I.”
- B. “...the day she roped me into our first trip—we were too terrified.”
- C. “...gave little thought to hopping in the car and embarking on a weeklong adventure.”
- D. “...a working mother riding the bus to work everyday.”

**Correct Response:** C. ...gave little thought to hopping in the car and embarking on a weeklong adventure.

Session: 1  
Item No.: 2  
Page No: 5  
Content Standard(s): 2  
Process Standard(s): 2.4  
GLE: R2C9-12

**Item 2**

**The narrator most likely included the paragraph that describes different things she and Grannie did on their trip to show**

- A. how hard the narrator worked to keep Grannie happy
- B. that Grannie had more energy than the narrator herself
- C. how much the narrator and Grannie truly enjoyed themselves
- D. that Grannie and the narrator had similar interests and experiences

<b>Correct Response:</b> C. how much the narrator and Grannie truly enjoyed themselves
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Session: 1  
Item No.: 3  
Page No: 6  
Content Standard(s): 2  
Process Standard(s): 2.4  
GLE: R2C9-12

**Item 3**

Write a word or a phrase that describes the author's tone of this passage. Explain why you chose this word or phrase using **two** details and/or examples from the passage in your explanation.

Word or Phrase: \_\_\_\_\_ 1 line for writing

Explanation: \_\_\_\_\_ 4 lines for writing

**Scoring Guide**

- 2 points The response includes a reasonable word or phase and a reasonable text-based explanation of the choice AND uses TWO text-based details and/or examples.
- 1 point The response includes a reasonable word or phase and a reasonable text-based explanation of the choice AND uses ONE text-based detail or example OR is minimal or partial.
- 0 points other

**An example of a 2-point response**

Word or phrase: reminiscent

Explanation: For the narrator, the trip was memorable because it was "etched on my memory like snapshots in a shoebox" and "My favorite picture is a quiet one: Grannie and me lounging in a courtyard lush with tropical trees and flowers."

**An example of a 1-point response**

Word or phrase: nostalgia

Explanation: The narrator thinks fondly of her memories with her grandmother. She loves to go on road trips with her grandmother.

Session: 1  
Item No.: 4  
Page No: 6  
Content Standard(s): 2  
Process Standard(s): 3.5  
GLE: R2C5

**Item 4**

When the narrator closes her eyes, she sees snapshots of her road trip with Grannie. What **two** things can the narrator learn from the snapshots and her memories with Grannie? Use information from the passage in your answer.

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8 lines for writing

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**Scoring Guide**

- 2 points The response includes a reasonable explanation of TWO things the narrator can learn using information from the passage.
- 1 point The response includes a reasonable explanation of one thing the narrator can learn using information from the passage.
- 0 points other

**An example of a 2-point response**

The narrator learns that she needs to have a “gypsy” inside. Also, the narrator learned it’s fun to be a free spirit.

**An example of a 1-point response**

The narrator can learn to be happy in special moments. For example, she was laughing with Grannie on the caboose of the Conch Tour Train.

Session: 1  
Item No.: 5  
Page No: 7  
Content Standard(s): Part A: 2  
Process Standard(s): Part A: 3.6  
GLE Part A: R2C8  
Content Standard(s): Part B: 4  
Process Standard(s): Part B: 1.8  
GLE Part B: W1A9-12

**Item 5**

In the space below, create a graphic organizer that shows two differences in the narrator's and Grannie's approach to travel and preparation for their road trip. Be sure to label your graphic organizer.

Rest of page blank

**Scoring Guide****Part A (CA 3, 3.6)**

- 2 points The response includes a reasonable contrast of how the narrator's and Grannie's approach and preparation for travel are different using at least TWO corresponding differences.
- 1 point The response includes a reasonable contrast of how the narrator's and Grannie's approach and preparation for travel are different but uses only ONE corresponding difference.
- 0 points other

**Part B (CA 4, 1.8)**

- 1 point The response includes an appropriate graphic organizer with labels.
- 0 points other

**An example of a 2-point response**

Travel Contrast		
	Grannie	Granddaughter
Travel	Navigates by the sun	Uses maps
Preparation	Little thought	Weeks planning

**An example of a 1-point response**

Approaches to Travel	
Grannie	Granddaughter
Chutzpah	strategizing

Session: 1  
Item No.: 6  
Page No: 8  
Content Standard(s): Part A: 2  
Process Standard(s): Part A: 3.5  
GLE Part A: R2C5  
Content Standard(s): Part B: 4  
Process Standard(s): Part B: 2.1  
GLE Part B: W3E9-12

### Item 6

Imagine you are the granddaughter. Write a letter to one of your cousins in which you try to convince him or her to accompany you and Grannie on the next road trip. Use the **two** details and/or examples from the passage that would be most convincing in your letter.

Be sure your letter is a complete message to the intended audience, stays on the topic, and uses correct letter-writing format.

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Whole page of lines for writing

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### Scoring Guide

#### Part A (CA3; 3.5)

- 2 points The response includes a reasonable text-based argument to convince your cousin using TWO appropriate text-based details and/or examples.
- 1 point The response includes a reasonable text-based argument to convince your cousin but uses ONE appropriate text-based detail or example OR is minimal or partial.
- 0 points other

#### Part B (CA4; 2.1)

- 2 points The letter contains FOUR components of letter writing format AND the body of the letter is a complete message with a controlling idea that shows awareness of the intended audience.
- heading (address and/or date)
  - salutation/greeting
  - indentation/appropriate paragraphing
  - closing
  - signature
- 1 point The response includes at least FOUR components of letter format OR the body of the letter is a complete message with a controlling idea that shows awareness of the intended audience.
- 0 points other



Session: 2

Item No.: Writing Prompt

Page Nos: 3-9

Content Standard(s): 4

Process Standard(s): 2.1

GLE: WC39-12, W2B9-12, W2C9-12, W2D9-12, W2E9-12, W2F9-12, W3E9-12

## Writing Prompt Scoring Guide

### **4 Points**

The paper:

- has an effective beginning, middle, and end.
- uses paragraphing effectively.
- contains a strong controlling idea.
- progresses in a logical order.
- uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- uses precise and vivid language.
- contains sentences that are clear and varied in structure.
- effectively uses writing techniques (such as imagery, humor, point of view, voice).
- shows complexity, freshness of thought, and individual perspective.
- clearly shows an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

### **3 Points**

The paper:

- has a clear beginning, middle, and end.
- uses paragraphing appropriately.
- contains a controlling idea.
- generally progresses in a logical order.
- uses cohesive devices between and within paragraphs.
- addresses the topic using relevant details, reasons, and examples.
- uses precise language.
- contains sentences that are clear and show some variety in structure.
- uses writing techniques.
- shows some complexity, freshness of thought, and/or individual perspective.
- shows an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

**2 Points**

The paper:

- has evidence of a beginning, a middle, and an end.
- shows evidence of paragraphing.
- may contain a sense of direction, but may lack focus.
- may not progress in a logical order.
- may not use cohesive devices.
- addresses the topic, but relies on generalities (lists) rather than specifics (development).
- may use imprecise language.
- contains sentences that are generally clear but may lack variety and complexity.
- attempts to use some writing techniques.
- may lack complexity, freshness of thought, and/or individual perspective.
- shows some awareness of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

**1 Point**

The paper:

- may lack evidence of a beginning, a middle, and/or an end.
- may lack evidence of paragraphing.
- is difficult to follow and lacks focus.
- does not progress in a logical order, and may digress to unrelated topics.
- lacks cohesion.
- may address the topic, but lacks details.
- uses imprecise language.
- contains sentences that lack variety and clarity.
- shows little or no evidence of writing techniques.
- lacks complexity, freshness of thought, and individual perspective.
- shows little or no awareness of audience or purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that are distracting to the reader.